

# Transcript of the Testimony of

**Date:** January 9, 2018

**Case:** THE PROPOSED CO-LOCATION OF ART IN MOTION  
CHARTER SCHOOL WITH EMIL G. HIRSCH METROPOLITAN  
HIGH SCHOOL

**TOOMEY REPORTING**

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**January 9, 2018**

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COMMUNITY MEETING PRESENTATION

TUESDAY, JANUARY 9, 2018  
COMMENCING AT 6:00 P.M.

HELD AT EMIL G. HIRSCH METROPOLITAN HIGH SCHOOL  
7740 SOUTH INGLESIDE AVENUE  
CHICAGO, ILLINOIS

IN RE: FOR THE PROPOSED CO-LOCATION OF ART IN MOTION  
CHARTER SCHOOL WITH EMIL G. HIRSCH METROPOLITAN  
HIGH SCHOOL

The record of proceedings had in the  
meeting of the above-entitled cause, taken before  
ROBBIN M. OCHENKOWSKI, a Certified Shorthand Reporter  
and Notary Public in and for the County of Cook and  
State of Illinois, at 7740 Ingleside Avenue, Chicago,  
Illinois, January 9th, 2018, at 6:00 o'clock p.m.

PRESENT:

MS. KAREN SAFFOLD, Facilitator

MS. MARY BRADLEY, Executive Director of Innovation  
and Incubation

MR. CHASDA MARTIN, Leadership and Learning  
Family Community Engagement

MS. ELISA BOTELLO, Office of Innovation and  
Incubation

MS. DESIREE SMITH, Sign Language Interpreter

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1 MS. SAFFOLD: Hello. Thank you, Everyone. I'd like  
2 to thank you for coming out to speak with us this  
3 evening.

4 This meeting is part of a proposed co-location  
5 of Art In Motion Charter School with Hirsch High School  
6 which was formerly proposed on December 1st, 2017.

7 My name is Karen Saffold, and I am the  
8 facilitator for Chicago Public Schools. I'm here with  
9 Mary Bradley, who is executive director of the Office of  
10 Innovation and Incubation.

11 We're here today on behalf of  
12 Dr. Janice Jackson, our acting CEO, and we're here to  
13 share some basic information and hear from you about  
14 this proposal.

15 As I mentioned a moment ago, the purpose of  
16 this meeting is to allow CEO Jackson and the Board of  
17 Education to hear feedback from you about the proposal  
18 under discussion.

19 I will start by running through a brief  
20 introduction and logistics. Next Mary Bradley will run  
21 through a brief presentation providing information  
22 related to the proposed action. After this we allot the  
23 remaining time for public comment. The meeting will end  
24 promptly at 8:00 p.m.

1           As I mentioned earlier, my name is  
2 Karen Saffold, and I will be facilitating the meeting  
3 this evening. Mary Bradley will lead the presentation  
4 section.

5           In addition, we have representatives at the  
6 resource table in the back. We have Lauren McCloud from  
7 CPS. We have Amy Weeks here and Shontell Smith from the  
8 Office of Diverse Learners and Marcellus Summers from  
9 the Students Temporary Living Situations.

10           And if you would raise your hand at this time  
11 so the audience could see you, I'd appreciate it.

12           We also have an interpreter here in case you  
13 need help with Spanish. We have a Spanish interpreter  
14 here. Please stand.

15           SPANISH INTERPRETER: (Indicating.)

16           MS. SAFFOLD: Thank you.

17           These representatives will also be available  
18 for 30 minutes after the conclusion of our community  
19 meeting to answer any questions which you may have  
20 specific to your areas of expertise.

21           Please note these tables are not formally part  
22 of the community meeting, and the court reporter which  
23 is to my right and the notetaker which is on the stage  
24 will not be present to report comments made.

1 Be mindful. If you come to speak, please say  
2 your name, the first and last name, and also your  
3 affiliation with Hirsch High School.

4 Again, the community meeting will take place  
5 over the course of two hours. Our goal is to provide a  
6 brief presentation on the proposed action followed by  
7 time for public comment.

8 If you did not have an opportunity or you wish  
9 to provide comments, we will have someone in the back to  
10 provide you with an e-mail address, and if you so desire  
11 to ask a question later on, again, you can use that  
12 website for that particular reason as well.

13 For additional information, please reference  
14 the transition plan regarding the school action at the  
15 cps.edu/transitions. Again, that address is  
16 cps.edu/transitions.

17 In addition, meeting summaries for each  
18 community meeting will be available online at  
19 cps.edu/transitions within five days of this meeting.

20 This meeting is part of a broad timeline  
21 regarding the proposed action. As part of this process,  
22 CPS began publishing draft guidelines for school actions  
23 on October 1st and then announcing proposed school  
24 actions on December 1st. This followed months of

1 communication and input.

2           Following this announcement, CPS will host two  
3 community meetings and one public meeting this month to  
4 gather the public feedback.

5           After the hearings, we will receive your input,  
6 and CEO Jackson, along with the Board of Ed, will make a  
7 recommendation on the proposed action. Following a  
8 potential recommendation, the Board will vote on whether  
9 or not an approved proposed action at the February  
10 meeting.

11           I will now pass this mic over to my colleague  
12 Mary Bardley to run through a brief presentation on the  
13 specific school actions.

14           Mary Bradley.

15           MS. BRADLEY: Good evening. In December of 2017,  
16 the Chicago Board of Education approved a new charter  
17 school, Art in Motion Charter School, to open in the  
18 fall of 2018 at a location to be determined.

19           Art in Motion, otherwise known as AIM, is  
20 authorized to open in the fall of 2018 with Grades 7  
21 through 8 and will grow one grade per year until it  
22 serves Grades 7 through 12.

23           AIM is a performing arts middle and high school  
24 and with a project base in personalized learning



1 curriculum. They have established community  
2 partnerships with organizations such as New Life and  
3 anticipate on leveraging those partnerships to benefit  
4 both AIM and the Hirsch High School communities.

5 Through the new school selection process,  
6 Art In Motions conducted community engagement in and  
7 around the surrounding Hirsch and Greater Grand Crossing  
8 area. Community engagement has occurred through various  
9 activities, community meetings, events and aldermanic  
10 support.

11 Additionally, the District conducted its own  
12 public hearing on November 6th, 2017, to assess  
13 community engagement and support for the new charter  
14 school.

15 The proposed co-location supports the need for  
16 qualities in the Greater Grand Crossing community and  
17 provides an opportunity for cross school collaboration  
18 and leveraging partnerships to serve both the AIM and  
19 Hirsch High School communities.

20 There are over 3000 students within a  
21 three-mile radius of Hirsch, and 45 percent of those  
22 students attend a school outside of the three-mile  
23 radius.

24 Although AIM and Hirsch are two different

1 school models, their collaborative partnership,  
2 co-sharing benefits extended -- extend past sharing the  
3 facility and provide supports such as shared teacher  
4 professional development, student and family services,  
5 afterschool programming for both student populations.

6 The existing Hirsch facility provides common  
7 areas including the cafeteria and gymnasiums for both  
8 schools' use. The student enrollment of both schools  
9 would not exceed the Hirsch building capacity.

10 I will now pass it back to my colleague  
11 Karen Saffold to facilitate the public comment section.

12 Thank you.

13 MS. SAFFOLD: Before we get started with the public  
14 comment section, I want to go over a few logistics and  
15 guidelines.

16 Prior to the public's participation, we would  
17 like the opportunity for city, state and federal elected  
18 officials to speak.

19 During the public participation, each speaker  
20 should have signed up on the back, and you will have two  
21 minutes to share your thoughts. You will get a warning  
22 after the one-minute mark, when there are 30 seconds  
23 remaining and then when time is up. Speakers are  
24 allowed to come to the podium, but please just be

1 mindful that the court reporter is taking your name and  
2 so please say your first and last name along with your  
3 affiliation to Hirsch High School.

4 The meeting, again, is scheduled to end at 8:00  
5 p.m. To do so, participants must first register at the  
6 registration table in the back. If time permits after  
7 this, we will allow participants who have already spoken  
8 to comment again if they desire to do so. The speakers  
9 must register again in order to speak.

10 The translator, again, is to my far right.  
11 She's raising her hand. We have two representatives  
12 from CPS, Ms. Smith, raise your hand, along with  
13 Ms. Weeks, raise your hand, in case you have questions  
14 after the session this evening.

15 And, again, if you did not have an opportunity  
16 or you do wish to comment later, you will be able to  
17 certainly e-mail comments or questions to  
18 transitions@cps.edu, again, that's transitions@cps.edu.

19 At this time I'd like to recognize  
20 Mr. Michael Brunson, who is a recording secretary for  
21 CTU. He would like to speak this evening along with  
22 Larry Varn, who is the principal at Hirsch.

23 MR. BRONSON: Thank you. I'm honored.

24 Good evening, Everyone. Michael Brunson. I am

1 one of the elected officials of the Chicago Teachers  
2 Union.

3 And I just wanted to say that I spoke at the  
4 board meeting on December the 6th, and I brought up a  
5 number of issues because we might be looking at this  
6 thing through the lens of a -- of celebrity.  
7 Understand, we have a celebrity rapper that's behind  
8 this, we have a popular minister that's behind this, and  
9 I'm not knocking that, but what I will tell you is that,  
10 when you look at something like this, you want to follow  
11 the money, and all the money flows to the top, and if  
12 you go to the top, there is this organization, it is an  
13 educational management organization by the name of  
14 Distinctive Schools, and this organization has a history  
15 because of the two individuals that control it,  
16 Joseph Wise and David Sundstrom. They have a history of  
17 corruption, scandal, mismanagement and malfeasance,  
18 Distinctive Schools. That's what you want to look at.  
19 Don't get dazzled by all the celebrity because all the  
20 money is going to go to the top.

21 When -- If this were to become a charter  
22 school, don't think that the people, that the teachers  
23 the educators that are going to be working in here are  
24 going to be making that much money until we unionize

1     them of course. Then they'll be making some money. But  
2     until then all the money goes to the top. So you want  
3     to Distinctive Schools.

4             And I brought up a number of issues at the  
5     Board of Education to let them know the illustrious  
6     history of Mr. Joseph Wise and David Sundstrom, and it  
7     did not look too well, and I asked them to pause on this  
8     thing, to take what I said into consideration;  
9     mismanagement of monies in one school district, nepotism  
10    in another. You know, the list goes on.

11            And what concerns me is that Chicago Public  
12    Schools has been under the lens of scandal too many  
13    times. Do you remember back in 2009 we had the  
14    selective enrollment scandal? And then just as recently  
15    as 2015 we had a chief executive officer they sent to  
16    prison?

17            Well, one of these individuals, Joseph Wise by  
18    name, is the one that suggested that Barbara  
19    Byrd-Bennett come to work in Chicago Public Schools.  
20    And that's just one thing that I brought up.

21            We need to look at things like that. We don't  
22    need another scandal in Chicago Public Schools. So  
23    after I gave them all of the information, I won't go  
24    through all of the details that I gave them because I

1 don't want to take up everyone's time, I know I can talk  
2 as long as I want to, you all got two minutes, but I  
3 just want to say this, I gave them a lot of facts, and  
4 still they took about two -- after about two or three  
5 hours later, they went in, they had their meeting, and  
6 they adopted the proposal, nobody looked into it,  
7 whereas, a few months -- a few weeks before that, the  
8 Chicago Teachers Union had delivered a letter to  
9 Mayor Rahm Emanuel, and we had delivered a letter to the  
10 Inspector General of Chicago Public Schools detailing  
11 the concerns of the individuals that are -- that are  
12 involved in this in Distinctive Schools still.

13           Nobody wants to take due consideration and look  
14 into these things. So I'm still looking into it, and  
15 I'm not going to let this go because I have children  
16 myself that go to Chicago Public Schools. I went to  
17 Chicago Public Schools. All of my family did, my son,  
18 my daughter. And I think my grandkids are going to go  
19 here, too. I don't want them to go to -- to come into a  
20 school system that is constantly under a cloud of  
21 scandal and corruption and mismanagement and  
22 malfeasance.

23           And what I'm asking Chicago Public Schools to  
24 do is slow down and look into the background, look into

1 the history of these actors that want to take over this  
2 school.

3 Don't get dazzled by the celebrity because the  
4 money goes up to the top, and that's where the money is  
5 going to go. The money is going to go into their hands,  
6 not to the educators that are going to be in this  
7 building. I'm not going to knock anybody that wants to  
8 teach our kids. I'm not going to knock anybody that has  
9 the noble intention of wanting to do something for our  
10 children. But I will knock those that are in this game  
11 just for the money. Look at Distinctive Schools. Look  
12 into that.

13 I've already filed an information request with  
14 Chicago Public Schools and with the Attorney General,  
15 with the State of Illinois. We need to get that  
16 information back before we make a decision. What's the  
17 rush?

18 So I'm asking you -- well, actually, I'm  
19 demanding, because this is in the name of justice and  
20 this is for the sake of our children and this is truly  
21 for the sake of our school system, that you pause and do  
22 due deliberation before you let this thing go any  
23 further. Do not allow this organization to take over  
24 Hirsch Metropolitan High School.

1           And that's all I have to say. Thank you.

2           MS. SAFFOLD: Good evening. I'd also like to  
3 recognize an elected official who just walked in sitting  
4 in the front Ms. Mattie Hunter.

5           Okay? Would you like to speak?

6           MS. HUNTER: Good evening, Everyone. I apologize  
7 for my dress. I've been out working all day in the  
8 streets, and I didn't have time to go home.  
9 Mattie Hunter, state senator.

10           This is the district that I represent, part of  
11 the district that I represent, and I'd like to introduce  
12 Janis McReynolds, who runs my office here in Chicago.

13           I suppose this is a difficult meeting for me  
14 because I have not really spoke with the local school  
15 council, although they did reach out to me and made sure  
16 that I came to the meeting today, which I am here.

17           And I have some issues throughout my district  
18 as it relates to school closings, okay? I represent  
19 Englewood, so, you know, all the high schools over in  
20 Englewood, they're closing those and building another  
21 school, okay? And then I have NTA in my district as  
22 well, okay?

23           And so what I'd like to say is that all of  
24 those schools where major changes are occurring, no one



1 from CPS bothered to talk to me about it, including this  
2 school as well, okay?

3 And so most elected -- most community people  
4 feel that we know about it, we know about the changes,  
5 we know about -- that we've attended the meetings and  
6 that we are part of it, of the decision, and that's not  
7 true, okay? That is not true.

8 So let me go on record by saying that CPS has  
9 not reached out to myself and the other elected  
10 officials that represent -- from the general assembly,  
11 state reps and state senators. Most of the time we're  
12 not at the table, there's no discussions about what's  
13 going on. The only time we hear from them is when they  
14 want some legislative passed or when they need some  
15 money, okay?

16 So I've worked my butt off for CPS every single  
17 day in Springfield, okay? And out of all of the 59  
18 state senators, there are two state senators in this  
19 state where all of our district is in City of Chicago  
20 proper. The others have pieces of Chicago, and then  
21 they have the suburbs, okay?

22 So I am one of those legislators where my  
23 entire district is in the City of Chicago. The other is  
24 Senator Patricia Van Pelt, who represents downtown and

1 the near west side and the west side, okay?

2 And so I always try to support and vote for  
3 especially bringing in resources to Chicago Public  
4 Schools, okay, I always do that because I always want  
5 the teachers and I always want the -- the teachers to  
6 have the resources that they need, and I always wanted  
7 the students to have the resources that they need as  
8 well, okay?

9 But you understand it is difficult for me to  
10 support Chicago Public Schools when they don't even have  
11 the respect, you see, to pick up the phone and call me.  
12 And they have -- they have their governmental relations  
13 people in the capitol every day, and they can't even  
14 come by my office and say, Senator Hunter, I need to  
15 talk to you about some changes that we're proposing to  
16 make, okay?

17 So it really feels like a slap in the face to  
18 me, okay? And I don't like that because I worked too  
19 hard, you know, for my district and for my constituents  
20 in my district, okay?

21 So I know CPS is here. Good. Chicago Teachers  
22 Union, I know you all are here. Good. And just so you  
23 know, myself, Senator Jacqueline Collins, who represents  
24 part of Englewood, Mary Flowers, who represents part of

1 Englewood, Representative Tiberi, as well as Alderman  
2 Moore and then some other --

3 Janis, who else is there?

4 -- and Sonya Harper, who has Englewood, we  
5 all -- we have a scheduled meeting next week with  
6 Janice. What's Janice's last name? I'm drawing a  
7 blank.

8 Janice Jackson. I'm sorry.

9 And Frank Clark, who is the head of the Chicago  
10 Public School Board, okay? So we have a scheduled  
11 meeting with them next Wednesday to address some of  
12 these issues that I'm speaking of today and closing our  
13 schools.

14 Now, Englewood, we need a new school. We need  
15 a new school here. So I'm not going to sit here and say  
16 that I'm against a brand new building, a brand new  
17 school because the schools in our district are all  
18 delapidated, and I know it.

19 I attended DuSable High School. I attended  
20 Beethoven Elementary as well as DuSable, old schools,  
21 and I know that. So I support a new school, but can you  
22 at least give me the respectability to knock on my door  
23 and say, hey, Senator, we need to talk to you about  
24 something, can you come to a meeting? So I have not

1     been afforded that respect.

2             Coming down the aisle is one of my state reps,  
3     Juliana Stratton. She's also a candidate for lieutenant  
4     governor. So let's recognize a representative. It's  
5     okay to clap.

6             Thank you. Hopefully, I didn't embarrass you  
7     too much.

8             So, you know, yes, anytime -- anytime we can  
9     improve the school system and the education of our kids,  
10    fine, but I'd like to see some STEM programs and  
11    technology programs, and, you know, I want our kids to  
12    be qualified and be able to compete with other kids from  
13    Whitney Young and Walter Payton School, you know, and  
14    I'd like to have those kind of resources in this school.  
15    I'm not going to sit here and say that I do not want  
16    this school to transfer over to --

17            UNIDENTIFIED SPEAKER: AIM?

18            MS. HUNTER: Yes. Thank you.

19             I haven't talked to anyone. The reverend  
20    hasn't spoke to me, nor has his staff. And, of course,  
21    I just said I haven't heard from anyone from CPS.

22             So that's where I am. And I came here not to  
23    raise hell but to really listen, okay? So I just want  
24    you to all know that I'm here and I'm concerned and

1       there will be some more meetings taking place.

2               Thank you very much.

3               MS. STRATTON: Thank you. Good evening, Everyone.  
4       I am -- I'm State Representative Juliana Stratton of the  
5       fifth district. This is -- Hirsch is in the fifth  
6       district, and I'm so glad to be here tonight also, as  
7       Senator Hunter said, to listen.

8               I am a restorative justice practitioner. Some  
9       of you may know about restorative justice, and it's  
10      really based on listening and building relationships so  
11      that you can repair harm that's done in a number of  
12      different ways.

13              And so I'm here to just listen, to understand  
14      and to, hopefully, work in partnership with all of you.  
15      I don't believe that I can make any informed decisions  
16      until you actually talk to the people that are affected  
17      by decisions, and so that's why I'm here tonight, and I  
18      look forward to listening.

19              I do want to apologize that I will have to step  
20      out earlier because there is another similar meeting in  
21      the fifth district tonight in the Bronzeville area. So  
22      I'm going to stay here for about 30 minutes and hear  
23      what I can hear, and then I'm going to head to the other  
24      meeting.

1 But please feel free to reach out to me or my  
2 office at any time if I can be of assistance.

3 Thank you.

4 MS. HUNTER: Thank you.

5 MS. SAFFOLD: State Senator Stratton said she will  
6 have to leave to join the same meeting.

7 MS. STRATTON: Yes. Unfortunately, they schedule  
8 all these meetings at the same time and for the same  
9 time, and they're all logistic.

10 MR. VARN: Good evening. For those of you who don't  
11 know me, my name is Larry Varn, and I'm the proud  
12 principal of Hirsch Metropolitan High School, where we  
13 stand for honor, integrity, resilience, courage and  
14 hope, home of the Huskies.

15 This is not a place just where we call it a  
16 school. For many this is home. And I am proud to be a  
17 part of this home.

18 In 1896 Plessy versus Ferguson was a United  
19 States Supreme Court Case that I'm sure we're all  
20 familiar with. In that case the supreme court uphold --  
21 upheld the constitutionality of separate but equal  
22 doctrine.

23 We all know it, that while things remain  
24 separate, they will never be equal. If Hirsch is to be

1 a co-located school, I am asking that we do so with the  
2 equality for all involved.

3 There's been a lot said about what I think  
4 about the co-location. There's been a lot -- Many times  
5 when it's been asked what does the principal think, I've  
6 been too quiet for too long, and today you will know  
7 exactly where Larry Varn, the person, the man and the  
8 principal stands as it relates to the co-location of  
9 Hirsch Metropolitan High School and Arts in Motion.

10 And it is simple. It is that I believe that  
11 every child deserves equality and education. Hirsch has  
12 lacked this equality, and her students have gone  
13 neglected for too long.

14 In 2015 when I inherited Hirsch as principal,  
15 Hirsch was the lowest performing high school in the City  
16 of Chicago. It did not happen overnight She was  
17 neglected for too long.

18 In 2015 Hirsch's overall SQRP points were 1.2,  
19 and you have this in your handouts there. As compared  
20 to every other high school in CPS, it was solidly dead  
21 last.

22 But God says different. In 2016 when I came on  
23 board as principal, in our first year, Hirsch was able  
24 to see the one-year dropout rate cut nearly in half, the

1 lowest decrease in all CPS schools citywide. Our  
2 freshmen on-track rate rose 31.6 percentage points, the  
3 largest increase of all CPS schools citywide. Our  
4 tennis rate continued to increase year after year. Our  
5 college persistence rate moved from 53 percent to  
6 64 percent, an 11 point increase, again, the second  
7 largest citywide.

8 It was not easy. Out of my schools my boys  
9 surveyed, we went from not-yet organized, the lowest  
10 that one could possibly earn in that rating to  
11 well-organized, the highest that a school could earn in  
12 that rating, one of only two schools in CPS to achieve  
13 that accomplishment.

14 In 2016 Hirsch moved from where we were in  
15 2015, a 1.2 overall SQRP point to a 1.9, one-tenth of a  
16 point away from being a Level 2 school, however, it was  
17 the greatest increase of all CPS schools citywide with a  
18 three-way tie.

19 She was neglected for too long. I was too  
20 quiet for too long, but Hirsch is here and here to be  
21 heard tonight.

22 In 2000 --

23 In the last year, we continued to maintain the  
24 growth that we achieved in 2016 and have moved Hirsch



1 from a Level 3 school to a Level 2 school. It would not  
2 be maybe where we want to be, but we're not where we  
3 used to be.

4 Our goals for this year are included there, and  
5 you'll see that, by the end of this year, we intend to  
6 continue to move Hirsch in the upper trajectory.  
7 However, we need support. We need CPS' backing.

8 You have heard what the AIM and Distinctive  
9 Schools have provided, and, yes, we have worked together  
10 with AIM and New Life to do great things here at Hirsch.

11 AIM and Distinctive Schools are doing their  
12 part to provide great opportunities for the children  
13 that are potentially going to be at AIM school. The  
14 living group is doing its part to provide great  
15 opportunities for the children at AIM and for  
16 extra-curriculum activities for the students in  
17 Grand Crossing overall, and New Life is doing its part  
18 to provide great opportunities for children.

19 But my question to you is; what will CPS do to  
20 provide great opportunities for the children here at  
21 Hirsch?

22 I ask you this. If not us, then who will do  
23 it? If not here, then where will it happen? And if not  
24 now, then when will it happen? Too many times CPS has

1 done a co-location and it has not become successful.

2 If we are to do a co-location here at Hirsch  
3 High School with AIM, then I request that it be done the  
4 right way, that we do something that has never been  
5 before in a way it has never happened before so that we  
6 get results that we have not seen before and to return  
7 to a co-location so that Hirsch does not become a school  
8 that is co-located and then ceases to exist like we saw  
9 in Englewood and early prep so that Hirsch does not  
10 become the neighborhood high school that continues to  
11 dwindle while its partner, the charter school, continues  
12 to drive like we see at Butler and Corliss or at Bowland  
13 and Baker.

14 So what will CPS do? I'm asking CPS. You see  
15 where Hirsch was. We ignored it for too long and  
16 allowed it to get there. Hirsch is on its trajectory  
17 up, we're turning in the right direction, we have the  
18 right things in place to make those things happen except  
19 for the resources that are necessary. We're doing what  
20 we can with what we have, but we're asking for more so  
21 that we can get more done.

22 Please, please CPS, my plea to you is that you  
23 restore Hirsch Metropolitan High School, that you  
24 re-invest in Hirsch Metropolitan High School and that

1 you rebrand Hirsch Metropolitan High School in this  
2 partnership. Let this be the opportunity that we have  
3 to make Hirsch great again. No punt to towards Trump.

4 What I am asking for at Hirsch specifically is  
5 a program that we have called the First Responders  
6 Academy. Hirsch Metropolitan High School is seeking to  
7 become a school where students are being prepared for  
8 careers as police officers, firefighters, paramedics and  
9 911 dispatchers.

10 We know that Hirsch is located in a  
11 neighborhood that is riddled with crime and violence and  
12 is poverty-stricken. We're asking that you not only  
13 invest in this school but allow this school to invest in  
14 in this community by making its children get some  
15 protectors of its own community, community policing and  
16 safety for Grand Crossing with people from  
17 Grand Crossing so that Grand Crossing can become a  
18 greater place and truly put the greater back in  
19 Greater Grand Crossing.

20 So if there is going to be two schools, I ask  
21 that you give each school an opportunity to thrive. Do  
22 not just keep Hirsch alive but let Hirsch thrive.

23 Thank you.

24 MS. SAFFOLD: Thank you. Thank you.

1           We will begin to start our public  
2 participation. So please, Speakers 1 through 5, please  
3 stand up and come up to the podium. After that we will  
4 call additional people. Be mindful to give your first,  
5 your last name and affiliation to Hirsch so that the  
6 court reporter can take that information.

7           Thank you.

8           MS. HAYSE: Hi. My name is Carol Hayse. I'm a  
9 retired CPS social worker.

10           Please forgive me. I'm going to jump around a  
11 little bit tonight because Mr. Brunson, eloquent  
12 individual that he is, talked in many ways of the themes  
13 that I wanted to speak about tonight, so I'll just to  
14 jump around and add a little bit to what Mr. Brunson has  
15 said.

16           So Theodore Roosevelt said, "When they call the  
17 roll in the Senate, the Senators do not know whether to  
18 answer present or guilty." Likewise, the Chicago School  
19 Board and Rahm Emanuel, are they going to answer present  
20 or guilty? Likely, they should answer guilty because  
21 they seem poised to endorse a fraudulent venal scheme  
22 that will further harm students and families at Hirsch.

23           Now, let's take a look, Mr -- it's been said  
24 that the -- the entity that's going to co-locate here is

1 called Distinctive Schools.

2           Didn't you hear at Hirsch, Ladies and  
3 gentlemen, didn't you have a principal who was removed  
4 named Joyce Cooper? Uh-huh. Yes? Guess who -- Guess  
5 who Joyce Cooper works for right now? She works for  
6 Distinctive Schools, for the management group that is  
7 likely to run the AIM, the co-located school here.

8           So, yeah, kind of interesting, isn't it, where  
9 a principal that was removed for corruption is now going  
10 to be in charge of, say, half the school if the  
11 co-location happens? Yeah, she's an executive with  
12 Distinctive Schools.

13           So Hirsch's enrollment has declined about  
14 77 percent since, hold on, I've got the data here, in  
15 not too many years. So the question is -- And programs  
16 have been taken away from the students. So the question  
17 is, this decline in Hirsch, what happened? Was it an  
18 accident, right, where just so many black people have  
19 left the city? No, I don't think so. In fact, it  
20 wasn't an accident at all. It was carefully planned by  
21 CPS.

22           For the last 15 years, CPS has pursued a  
23 strategy to disinvest in neighborhood schools, to  
24 institute school-based budgeting so that funds flow to

1 charter schools, to surround neighborhood schools with  
2 shiny-looking charters, then explain, oh, look, the  
3 public school is underutilized, we must co-locate it and  
4 later close it or we'll just close it right now.

5 Meanwhile, behind their backs, the school board  
6 is cutting deals with realtors who want to gentrify  
7 certain neighborhoods, who simply want black folks and  
8 black teachers to just please go away, who don't want to  
9 pay taxes for the resources that give us good roads,  
10 good schools and goods neighborhoods.

11 Look at closely the situation of  
12 underresourcing public schools seems complicated. There  
13 are so many moving parts; state property taxes, job loss  
14 in communities of color and so on.

15 But guess what? It's not very complicated.  
16 The bottom line is Rahm and all the billionaires see a  
17 very big pot of money that they want to get their hands  
18 on. It's called -- The pot of funds is called funds for  
19 public education, and charter schools are highly  
20 profitable.

21 So if the families of Hirsch have what they  
22 deserve, they would have the vibrant school community  
23 they used to have before they pulled the programs,  
24 before the community was diluted and surrounded by

1 charter schools.

2 And my time is up so I'm just going to give you  
3 a quick statistic here. Hirsch has lost 77 percent of  
4 its enrollment since 2000, area schools collectively  
5 have lost 61 percent, and, guess what, the charters,  
6 remember, they're for profit for billionaires, they've  
7 gained 697 percent of students.

8 I want to hand something out here with some  
9 data on it for you.

10 MR. MARTIN: Just really quickly, Folks. Your  
11 timekeeper is going to be to your right. So as you come  
12 up, be mindful that each person has two minutes. You'll  
13 see that timekeeper. So we're going to stick to our  
14 time.

15 We do have safety and security up here, okay,  
16 for those of you that want to challenge the system.

17 Thank you so much.

18 MR. BENIFIELD: Good evening. My name is  
19 David Benifield. I'm a community resident as well as an  
20 employee within this community.

21 I chose to speak in favor of AIM based upon the  
22 outcry of our children in this community. As an  
23 Outreach worker, we develop resources based upon the  
24 needs of our youth. We have a mission to change the

1 mindset of the individual by being supportive and  
2 advocating for the better way of life, utilizing  
3 exposure opportunities. We are a data-driven agency  
4 provided by the results around the word.

5 AIM provides exposures and opportunities for  
6 our young people. As a concerned parent who has raised  
7 my own children in this community and has watched  
8 communities changed, change can be a hindrance or it can  
9 be welcomed and embraced for the benefit of the people.  
10 As life and technology constantly change, so must our  
11 approach.

12 I welcome criticism, but we must not resist  
13 what the parents control to change that are present and  
14 be advantageous toward opportunities and choose our  
15 battles wisely.

16 I hold on this support for Art In Motion for a  
17 fresh start for our future, our children embrace the  
18 change that's respectable. The battle is not a war. We  
19 have those that are inner-related, and that should be  
20 what's best for our children.

21 Thank you.

22 MS. WINFERT: Good evening. My name is name is  
23 Orissa Winfert. I am a senior here at Hirsch, and I'm  
24 also a participant on the LSE Board from time to time,



1 and I'm a participant with the student council and many  
2 other activities.

3 Even though this is my last year, it still  
4 concerns me about what goes on here because my sister  
5 attended here, my brother still attends here, as a lot  
6 of people that I know and that I'm affiliated with  
7 graduated and attend here.

8 When I looked at that screen when it talked  
9 about the growth rate of Arts In Motion, it said by  
10 20 -- 2020 through 2023 that it will have over half OF  
11 our students. Where will you guys have room for those  
12 students? This is just an opportunity for somebody to  
13 have what they say is a good deal in their school when  
14 they're slowly pushing our children out as the years go  
15 by.

16 I've seen a lot of things wrote inside the  
17 school, and there's been a lot of support at this  
18 school. This school isn't what it is because of just  
19 our principals. It is what it is because we are all  
20 come together as one and make it what it is. We all  
21 participate as a group to make it what it is.

22 I am also valedictorian this year for my  
23 school, and so far I've had six -- so far I've gotten  
24 six acceptance letters into six different colleges that

1 I've got in three weeks, three weeks. I've got the  
2 first scholarship here that's not --

3 I'm wrapping it up.

4 -- that's not from -- that's not from the  
5 school, I've actually got actual scholarships.

6 And I just wanted to let you guys know, there  
7 is hope here. If we can get a little bit more help,  
8 just imagine how many more kids will be just like me.

9 MS. RATLIFF: Hi, my name is Dr. Karen Ratliff.

10 Thank you. Hi, I'm Dr. Karen Ratliff,  
11 Everyone. I am a member actually of New Life Covenant  
12 Church. I am one of the main partners for AIM Arts In  
13 Motion Performing Arts for charter schools and also a  
14 resident of the Grand Crossing community.

15 I really want to speak from the aspect of the  
16 help that is needed in general in the Grand Crossing  
17 community as a whole. And, again, I've been around for  
18 the last several years in support of what's being done  
19 in the overall community.

20 We assist in free legal services, weekly food  
21 pantries where we serve hundreds of Grand Crossing  
22 community members, free counseling services, a daycare  
23 center, the one that's right down the street where we  
24 house 350 students. We partnered with Avalon Elementary

1 School and also Betty Shabazz where we assist in  
2 providing resources, and we've been doing that for the  
3 past seven years.

4 Hirsch High School is not any different from  
5 that. We've invested over \$184,000 just to  
6 Hirsch High School in the past three years so we are  
7 here to help the entire community.

8 And as a proposed board member for Art In  
9 Motion, ever since, you know, the proposal was presented  
10 three years ago, we said we wanted to invest in the  
11 overall school body. That's the population of not only  
12 the AIM students but also the Hirsch students.

13 So what does that mean? That means that any  
14 resources that we bring to AIM students, Hirsch  
15 automatically benefits from it, just like they've been  
16 benefited in the past seven years, over \$184,000.

17 So I just want to really bring to home that the  
18 goal has never been to close Hirsch but to co-locate and  
19 to continue the support that we've been assisting within  
20 the school and the overall community.

21 Yes, comma, has pledged resources, but the  
22 entire body within AIM and Hirsch High School, yes,  
23 New Life Covenant Church has supported Hirsch and will  
24 continue to support every student at Hirsch.

1           When we bring laptops in for AIM, we will also  
2 bring in for Hirsch. When we bring in free Smoothies  
3 every morning for AIM, they will also be for Hirsch.  
4 When we bring in the resources and the monies, et cetera  
5 for the proposed school, it will be for the entire body.  
6 That's Hirsch High School.

7           We've been here for seven years. Again, we've  
8 invested, we have never said no to Principal Varn or to  
9 any principal that's been here in the past seven years,  
10 and we will continue to support the overall community.

11           Again, we're not asking to close, we're asking  
12 to co-locate, to continue to move forward here.

13           Thank you.

14           MS. MILLER: Good evening, my name is Jamaica  
15 Miller. I'm the LSc chair for Hirsch High School.

16           And I didn't really express how I really felt  
17 about the co-location with AIM High School and Hirsch  
18 with the board. But tonight I have a few things that I  
19 want to share as far as, number one, New Life has given  
20 to Hirsch High School, I see the numbers when we do our  
21 monthly meetings, and it's to -- it's not only gifts and  
22 gift to their students, it's one that they use to rent  
23 space or rent from Hirsch.

24           When New Life gave the computers to the school,

1 to Hirsch, well, they didn't -- most of them didn't  
2 work, and where is the computer teacher for the  
3 students, who was teaching the computer school because  
4 CPS has not given the funding to even to support groups  
5 to teach -- I mean, the teacher for the computer room.

6 What else did I want to say to you all tonight?

7 It was discovered at meetings, I mean just  
8 several mishaps that they were saying they were meeting  
9 with the principal and the faculty and the students and  
10 the teachers at Hirsch. I mean, there were no meetings  
11 prior to them wanting to co-locate.

12 Don't get me wrong, I don't think even think  
13 that AIM would be a bad school. I just don't think it's  
14 a school for Hirsch. I live right outside these little  
15 doors so I'm very familiar with the crime that's in the  
16 area of Grand Crossing, I'm very familiar with haves to  
17 haves doesn't in their community as far as the food  
18 pantry, but where does -- if you see the numbers that  
19 Mr. Varn gave you this evening, where is his help, where  
20 is his support?

21 If he can get the help and support from CPS  
22 with the little students that he does have and he cares  
23 about and loves, imagine what he can do with this school  
24 if he had to push if he had the support of the community

1 and the support of CPS and he had the funding for the  
2 school. Imagine what he can do to this school.

3 I mean, they always go to numbers, there's 137  
4 students. Well, I've got 137, and, guess what, two of  
5 them are men, and I think, out of 137 students at  
6 Hirsch, I mean, I fed maybe 50, I may have clothed 40, I  
7 may have washed clothes for them. What about the  
8 students that's here? What about -- I mean, all this  
9 co-locating and co this and that. This is like, damned,  
10 they're my people, our kids and our future, like I mean,  
11 let it be.

12 Pastor Hannagan has got a day-care over here in  
13 this thing. Let him put his hearts and motion in his  
14 daycare, let him put them in his big beautiful church  
15 that he building over here in the Grand Crossing  
16 community.

17 That's what I've got to say.

18 MR. MARTIN: Next up, Speaker 6 through 11, please.  
19 6 through 11, please bring your card with you when you  
20 come up.

21 Scott, you're up.

22 MR. FRAUENHEIM: Good evening, Everybody, and thank  
23 you so much for allowing us the opportunity to speak.

24 My name is Scott Frauenheim, and I'm the

1 president of Distinctive Schools, and so I'm excited to  
2 talk a little bit about our model and a little bit about  
3 the work that we're hoping to do alongside all of you.

4 I was disappointed to hear some of those false  
5 facts that were shared. We've got fact checker  
6 information. But Rahm Emanuel has never been an  
7 employee of Distinctive Schools, never will, never has.

8 I just want to be very open and transparent  
9 about our excitement for the work lying ahead.

10 As we've had discussions with Principal Varn  
11 and other community members here, we're excited about  
12 the vision of restoring, investing and rebranding, and  
13 we want nothing more for the Hirsch community but to  
14 continue to thrive and continue the great work that's  
15 been started by Principal Varn but mostly the students  
16 here at this school thriving.

17 I think the important work today and tonight is  
18 kids. Let's talk about the kids and the access and the  
19 equity that they deserve in the Grand Crossing community  
20 with access to personal on viewing, innovation,  
21 technology, performing arts and resources and materials  
22 that will help them thrive.

23 We want to do that together in partnership.  
24 We've been honest with the board, who is considering us

1 as a proposed operator. We are still a proposed  
2 operator. As well as with CPS, about the only way that  
3 we can potentially partner is to ensure a strong  
4 partnership between Hirsch, Distinctive Schools and the  
5 Art In Motion Board of Directors.

6 Together in partnership, before and afterschool  
7 programs, I've heard many people ask for that tonight,  
8 STEM programs brought back, 21st Century learning  
9 opportunities, interactive light boards in classrooms  
10 and the replacing of chalkboards from the '70s,  
11 innovation, facility upgrades, technology.

12 As you heard from Dr. Karen, we have various  
13 companies that have said we will only donate to Arts In  
14 Motion if we can donate to Hirsch students. It's about  
15 the kids. It's always been about the kids for us, and  
16 it will continue to be about the kids for us. We are  
17 excited to partner together in a partnership.

18 Students in the Grand Crossing community  
19 deserve access to all of those things I mentioned. We  
20 are excited about Principal Varn's vision for the  
21 Hirsch School, the focus on health and safety and  
22 entrepreneuring for jobs and the vision for a small  
23 school model and providing two very different school  
24 models, providing choice for our children and providing



1 choice for our parents, for the Grand Crossing community  
2 deserves access and equity to whatever school that they  
3 choose in an amazing building where co-location could be  
4 the most positive and the most resourceful program  
5 possible.

6 Thank you so much, and have a great night.

7 MS. LONG: Hello, Everyone. My name is Mary Long,  
8 and I'm a community partner with Hirsch. I'm a  
9 restorative justice facilitator, I assist with career  
10 building, college prep, resumes, I do a number of  
11 things. I support the students in an overall setting.  
12 I walk halls, I get girls out of bathrooms, I stop them  
13 from cursing, I tell them to pull their pants up.

14 It's a holistic approach that we have to take.  
15 And I'm not hearing that. I'm not hearing how we're  
16 going to wrap our arms around Hirsch community and  
17 students. I keep hearing co-location building. For  
18 some reason I keep hearing building. Why would I keep  
19 hearing building?

20 We're talking about a family here. I welcome  
21 good people. I am a Christian by far, and I am not  
22 ashamed of it. I love the church, I love Christ, but  
23 I'm not understanding how you're coming in and  
24 beautifying and segregating a school that's in the same

1 community, I'm not understanding how as a Christian, I'm  
2 not even talking about as a community person, but as a  
3 church coming into a community, and you're saying I can  
4 watch you, Sucker, down here, but we're going to be  
5 striving up here, we're going to make -- we're  
6 separating the building, and we're going to have  
7 different times and different lunch periods and  
8 different gyms, and everything is going to be separated.  
9 I just don't -- That just -- It's just not registering  
10 with me because my purpose here is to be able to display  
11 care, love, to show -- to help out academically.

12 Some of our students, a lot of -- I've seen  
13 students, and we are missing the mark. If we think that  
14 the very students that need us the most, we're going to  
15 separate? These are the students that need us the most.  
16 There is -- I'm not seeing the haves and the have-not's.

17 My only child was killed one block from here,  
18 one block, 79th and Ingleside, March 12th, 2012, and I  
19 volunteered my time ever since. So I'm asking, instead  
20 of separating us, come in and build up Hirsch.

21 Thank you.

22 MS. PHILABER: Good evening. My name is  
23 Carla Tatillo Philaber, and I am on the board of AIM.

24 And even though I have remarks prepared, I

1 would like to speak to the question that my colleague  
2 Mary brought up, all right, because what is co -- what  
3 is -- yeah, what does Mary -- what does co-location  
4 mean? And that is a real question, right?

5 So how are the resources that we're going to  
6 bring in to this community going to help the Hirsch  
7 students?

8 Now, I'm sure your principal is very proud of  
9 this young lady, right, valedictorian coming up here,  
10 speaking so eloquently about the school and your needs.

11 If we came into the space in this building and  
12 if we didn't see you as an asset and all of the students  
13 here as an asset and built on those assets, that would  
14 be a huge mistake. So the work that I've done so far in  
15 the planning community is looking at things like student  
16 wellness, looking at thing like socioemotional  
17 awareness, restorative practices, restorative justice,  
18 those pieces, and how they fit, right, because so often  
19 I work with schools across the country, I work with  
20 about, my organization is, 75 CPS schools a year, and we  
21 all know when it doesn't work. It doesn't work when it  
22 happens only in isolation.

23 And we've got an awesome justice circle  
24 happening right here and then two doors down, the school

1 climate and culture is an impact.

2           So I will tell you this is not my first rodeo.  
3 I've been part of the team that built community links  
4 high school 13 years ago under Dr. Carlos Fuentes'  
5 guidance.

6           The question then is the same question that  
7 every meeting I have with Distinctive Schools we ask.  
8 Not like what's going to be sparking, what's going to be  
9 brand new. No. It is how does this positively impact  
10 the community. And you're going to such a good one and  
11 know and have faith that every meeting we have we  
12 address it.

13           This only works if it impacts the community  
14 that's here and we're sharing resources and we're being  
15 thought partners and we're listening.

16           Now, I know that's tough because you're like,  
17 well, I'm not in that meeting, I don't know what's being  
18 said. I get it.

19           But I'm here to tell you today that that is --  
20 that is our new agenda, that is something that matters  
21 to people because, when you look at impact and you look  
22 at change, it can't happen in Room 304 and then not  
23 happen at Room 307. It's got to impact positively the  
24 school community.

1           Now, one way to do that, before my time is up,  
2   is we have a partnership with the University of Chicago.  
3   I'm also an adjunct faculty member for Roosevelt  
4   University. Why does that matter? Because parents and  
5   community members want data, too. They want to know  
6   what's working, they want to know why decisions are  
7   made, they want to know yes, they want to know why, they  
8   want to know numbers.

9           And so part of this work is to help provide  
10   them with data and share that with students, and they're  
11   like, hey, this is what we're seeing, how does this  
12   work, how does this help, how does this positively  
13   impact the community?

14           We'll be here. If there's questions, I'd love  
15   to continue the conversation. Again, I'd like to thank  
16   the very articulate valedictorian, we all need that, and  
17   I'd like to thank Dr. Ratliff and other members for  
18   being here today. Thank you so much.

19           MR. ROBBINS: Good evening. My name is  
20   David Robbins, and I'm here to speak on behalf of the  
21   Caucas of Rank and File Educators and against the  
22   co-location of another charter school at Hirsch and of  
23   the proliferation of charter schools in general.

24           The previous speaker asked what does

1 co-location mean, what has it meant where a school tried  
2 before. The destruction of public schools.

3 In 2012 the budget at Hirsch was six million  
4 dollars. In 2015 the budget at Hirsch from CPS was four  
5 million dollars. This year the budget at Hirsch from  
6 CPS, two and a half million dollars. Since 2015  
7 enrollment has declined here 30 percent, but the budget  
8 provided by CPS has declined 40 percent.

9 Students at Hirsch deserve the same resources  
10 and the same opportunity, the same financial support as  
11 students in the suburbs.

12 It is time for the mayor and this unlikely  
13 Board of Education to stop destroying CPS schools and  
14 pushing African-Americans out of Chicago. It is time to  
15 provide quality public schools and support them with the  
16 resources the students need to be successful.

17 Why does CPS have money for a new charter  
18 school when they don't have money for their current  
19 students at Hirsch? It is time to stop privatizing our  
20 schools. Co-locations will destroy Hirsch. CPS, do  
21 your job, support Hirsch the way it needs to succeed.

22 MS. LEONARD: Good evening. My name is  
23 Adrienne Leonard, and I'm a student advocate.

24 Currently I'm working for Distinctive Schools

1 by choice. I originally got involved in this work, if  
2 any of you remember the old Calumet High School back in  
3 2003, yeah, you know me. I've been around a long time,  
4 and -- Yeah. So I've got some -- I've got some long  
5 legs, and I've got deep boots.

6 People have stood up here and talked about what  
7 somebody hasn't done. The question is, what have you  
8 done? Ask yourself what have you done to help and  
9 support Hirsch.

10 And, unashamedly, I can say that when Mr. Varn  
11 first came over here, I came over here with him. Even  
12 though I was working for Distinctive, they allowed me to  
13 do that because he needed help and we wanted to help  
14 him, and they allowed this to happen. Do you understand  
15 what I'm saying? He said, let's do a breakfast  
16 community with the businessmen and do a breakfast.  
17 You're shaking your heads. You know that. It was  
18 awesome. The place was packed. Isn't that right,  
19 Mr. Varn?

20 On Martin Luther King's Day, he said I want to  
21 do a day of service. I said, okay, I'm going to help  
22 you to do that. Distinctive gave me the time and  
23 allowed me to go out and reach all the businesses, and I  
24 don't remember how many students we had working on

1 King's Day, but we had a lot of them.

2 At that time his enrollment was less than a  
3 hundred. This one went door to door to find out where  
4 those students were. I did. I did. Distinctive  
5 allowed me to do that. So I choose to work for  
6 Distinctive.

7 Calumet was the same struggle. My comment to  
8 the union today, and it is nothing really against you,  
9 but the same thing I said when this was going on at  
10 Calumet, where were you at before we got do this point,  
11 what did you do before we got here but our students were  
12 failing still, and you're protecting the teachers' job.

13 And then we have to take responsibility and  
14 ownership ourselves, the parents, community members,  
15 staff, accountability. We have -- Our schools have  
16 gotten into the shape that they're in because we're  
17 in -- and we can't put it on our politicians, and I do  
18 apologize to you because you know I've been around a  
19 long time, and I didn't get to see you. So I apologize.  
20 I do apologize, and you know I know that.

21 But we, the community, the church, the church,  
22 and I'm a preacher's kid, Baby, the church has not held  
23 CPS accountable. We have a part to play in this thing,  
24 too. What has happened in our community, we allowed it



1 to happen. When you choose to say nothing, you give  
2 folks the right to do whatever they want to do. So you  
3 have to stand up, say something and take ownership.

4 My time is up, which you all know. You can  
5 feel me, right?

6 MS. SAFFOLD: The next speaker please come up.

7 12 through 17, please come up, and as you  
8 leave, as the last speaker leaves, the next person  
9 please come on up, please.

10 UNIDENTIFIED SPEAKER: What were the numbers again?

11 MR. MARTIN: 12 through 17. 12 through 17.

12 Now, it looks like 11 is scratched out and  
13 somebody grabbed 11.

14 Be sure to return your cards, too, okay?

15 MR. STANLEY: Hi. My name is Julius Stanley. I'm a  
16 community member. I apologize. I have an ache. I don't  
17 think it's a cold, but I ache.

18 When I was getting the card for -- to speak, I  
19 hadn't decided to speak, but they asked me was I for AIM  
20 or against -- for AIM or against AIM, and I told them  
21 both, I'm for it because it's positive, it's bringing  
22 resources into my community, and I pay taxes here, and  
23 it's for me. It would be asinine, did I say that, for  
24 me to vote outside of my own self interest?

1           And I see these faces that are organized forces  
2           from Chicago's Teachers Union making statements about  
3           black people being moved outside of the City of Chicago,  
4           whereas I believe it's true, I think it's -- sometime  
5           those faces are the wrong faces to be saying it.

6           This is how I see it. I've done some research  
7           with AIM. AIM is the charter, the people that are --  
8           have been admin -- have been sought for the  
9           administration of the charter is Distinctive Schools.  
10          Distinctive Schools are known, it's a collaboration.  
11          And my understanding, with the resources that they bring  
12          in, it's a positive source.

13          Listen, if Hirsch continued in the vein that  
14          it's in now with the membership, it doesn't make sense  
15          to keep this school open. It does make sense to use the  
16          resources.

17          I am concerned about the kids in this  
18          community. I think that the problem with  
19          Distinctive Schools and AIM is community involvement.  
20          The community doesn't have a voice with  
21          New Life Covenant.

22          I joined New Life Covenant because I run in the  
23          area and I pass by all that construction, and I didn't  
24          feel justified in not being involved and paying for my

1 share for it because that's a lot of investment being  
2 brought into this community, and I don't see anybody  
3 else bringing it in like that so I wanted to be a part  
4 of it.

5 But the second thing is that, what's important  
6 for us to maintain things and have control in our  
7 community is for us to be -- to make sure that we have  
8 our people, community people on the -- in the  
9 decision-making process on the board for  
10 Distinctive Schools and on the board for this AIM  
11 project so that we can make sure that the right thing is  
12 done.

13 It's positive. We can't keep turning our back  
14 on positive things happening into the community because  
15 we do not have control of it. We have the  
16 responsibility to manage our own community. We need to  
17 stand up and do so.

18 MR. BAEHREND: Hello there. My name is  
19 Chris Baehrend, and I'm president of the Chicago  
20 Alliance of Charter Teachers and Staff with the union or  
21 Charter Teachers in Chicago. We represent 25 percent of  
22 the charter schools in Chicago, and I'm here to tell you  
23 why it would be a mistake to open a charter school here.

24 Schools are good, right, district schools,

1 charter schools, and what the essence of the school is  
2 are there are teachers and students, right? I'll even  
3 put administrators in there, right?

4 It's that community that, you know, thrives  
5 will all work together well, right, whether they're a  
6 charter or a district.

7 But the charter model of school governance is a  
8 problem for a few reasons.

9 First of all, at the moment Chicago Public  
10 Schools suffers under an unelected school board who  
11 comprise largely noneducators. When the charter comes  
12 in, you'll have -- you'll still be under that board, and  
13 you'll have another board of noneducators. You'll be  
14 under the board of -- the AIM.

15 And I assume there are -- how many educators do  
16 they have on the board?

17 One? Okay.

18 Then Distinctive Schools, you'll have the  
19 charter organization, and there will be another board.  
20 So you'll be under three boards comprised of largely  
21 noneducators.

22 Also, you'll be giving up your right to an LSE.  
23 LSE is where parents, community members, students can  
24 have a say in their schools.

1           The teachers, themselves, can get fired now if  
2 they speak up for students about safety concerns. I've  
3 seen it happen, right? The teachers can get fired for  
4 speaking up for themselves if they want to form a union,  
5 right?

6           It's not -- You don't want to send your kids to  
7 a school where teachers can get fired for speaking up  
8 for your kids, do you? That doesn't make sense.

9           Also, somebody talked about accountability.  
10 Charters are a black hole in accountability. Your tax  
11 dollars will go to a private organization, and unless we  
12 form a union there, you'll never know where your money  
13 went. You can bet it's not being spent in the classroom  
14 it's not being spent on the students, the resources the  
15 kids need in the classroom.

16           What we deserve in Chicago, District of  
17 Chicago, fully funded Democratic schools. The teachers,  
18 the parents, the people who know the students need to  
19 have a say in their education. That's not what happens  
20 when a charter comes.

21           And the last thing I'll say is this. Who is  
22 pushing charters, right? Donald Trump, Betsy DeVos.  
23 Like don't be fooled whose side they're on. They're not  
24 on the side of the working people.

1           The last thing I want to say to you, and  
2           somebody said this to me recently, and it makes a lot of  
3           sense, choice, a demonstrative term, choice is democracy  
4           for people without power. What you want is power.  
5           People in this community deserve a school that they have  
6           a Democratic say in, that's fully funded, that has all  
7           the resources and opportunities for the kids here to  
8           thrive and people have ownership over their own schools.

9           So please say no to the charter opening here.  
10          It will be not good.

11          MR. MARTIN: Speaker 13, Ronald Jackson, are you  
12          present?

13          MR. JACKSON: Yes.

14                 Good evening. My name is Ronald Jackson.  
15          Excuse me if I kind of get comfortable here, see,  
16          because we're comfortable and it has rained in our  
17          community far too long. Our community is comfortable.  
18          Our people sit back, and they let our mental health  
19          clinic get closed, WE let our public planning for public  
20          services get closed, and all of a sudden, they're coming  
21          for our schools.

22                 It's a shame that 52 years ago we celebrated --  
23          well, 52 years ago there was an action by public schools  
24          to attack the idea of putting Pete's color trailers in

1 black school parking lots and playgrounds because of  
2 school overcrowding.

3           Sadly enough to say, as we come back 52 years  
4 later, now they're not trying to move the trailers into  
5 the parking lot, they're trying to just tear down the  
6 whole thing and privatize.

7           I have a problem with this thing and the --  
8           Okay. Thank you.

9           -- problem there is, there is a thing called  
10 research, and, guess what, in research there is no cure.  
11 In research there's money. Do you believe that if they  
12 can find the cure for cancer today that they -- that  
13 people would still be giving donations to American  
14 Cancer Society and all the rest of them?

15           What's happening here, and that is, we are  
16 getting comfortable in our communities. We are starting  
17 to actually let people come in and take over our  
18 community and tell us what they want to do, how they're  
19 going to do it.

20           We come from a city that's supposed to work. I  
21 haven't heard that Chicago is a city that works in so  
22 long. The only thing that I've heard is privatize,  
23 privatize. And the thing with privatization is they can  
24 make deals that aren't transparent.

1           We have to put the word public back into our  
2           system. We have to start getting uncomfortable. And  
3           I'll tell you like this. I love young people. And, you  
4           know what, and I think the lady passed around the little  
5           thing with the signs of the little rat that lives over  
6           on Hermitage, if you ever want to do a protest at his  
7           house, give me a call.

8           MS. BESTER: Hello, hi. My name is Aueonta Bester.  
9           I am actually a junior at Hirsch, and I am a part of  
10          student council.

11          And I just really wanted to say that I just  
12          feel like we -- that they shouldn't co-locate our school  
13          because Hirsch is its own school and we're one big happy  
14          family, and -- and if they do, well, we're going to get  
15          the kids from their school anyway because they're going  
16          to --

17          Let me rephrase that.

18          Okay. Okay. I just feel like that they  
19          shouldn't co-locate our school because Hirsch is its own  
20          school, and this is our only neighborhood school around  
21          here, and if the kids -- if they do co-locate Hirsch,  
22          they're going to wind up kicking us out anyway, and then  
23          where are we going to go? No other school is going to  
24          accept us because it's all like selective enrollment,



1 and if we don't live in the area, they're not going to  
2 accept us anyway.

3 And that's all I have to say because I'm  
4 nervous, I think, I don't know.

5 MR. MARTIN: Mr. Byron, may we have Speaker  
6 Number 21 on deck? It looks like it's the last speaker  
7 of the evening.

8 If folks would like to sign up to speak up  
9 again, feel free to go back to the speakers' list and  
10 re-register.

11 Thank you.

12 MR. BYRON: Good evening, Everyone. My name is  
13 Curtis Byron. I was a classroom teacher for about  
14 14 years, worked in the CPS system, learned the in's and  
15 out's of a lot of what was happening, I'll tell, on both  
16 sides good and bad, starting at Mireles Academy, going  
17 into Englewood, working at the U of I up there,  
18 finishing up over at Thorpe, which, by the way, was a  
19 co-share. Guess what, a co-share.

20 Co-share means nothing but comb your way out of  
21 that building. You don't think that's going to happen?  
22 Ask Cole High School, ask TEAM Englewood.

23 Nothing against AIM if that's what's AIM is  
24 about. You know, maybe they do have some.

1 But the question I have is two things. Number  
2 one, you have a senator, a state senator. No one  
3 thought to tell that senator that this was a plan in  
4 motion?

5 And then on top of that, then you come to a  
6 point where you decide that all of these great people  
7 that work within the school system, within the network  
8 are educators. I see the chief here who works hard.  
9 Well, the principal, the principal here. These are  
10 educators who are working hard, trying to keep things in  
11 place, trying to maintain something. You don't share  
12 with them or tell them. No. You give them no choice,  
13 push them out.

14 Now you're talking about having a co-share come  
15 in and then work with the people here. Really? Is that  
16 the plan? Okay. I ask again. I ask Englewood and I  
17 Hope because they were the ones that's forced out.

18 Oh, I got an idea, let's screw up a system that  
19 we can mis-educate children, let's mislead the  
20 community, let's put the people in the background on  
21 this, and, yeah, by the way, at the end of the day,  
22 let's see them fail. Then they'll come crawling to us,  
23 begging us to open up a system that's going to be flawed  
24 and failed. We know it. We've seen it far too often.

1           Every year I'm tired of coming to these  
2   hearings hearing people in here begging and pleading  
3   trying to get things done, but this is about a city that  
4   is really trying to -- well, as the one gentleman said,  
5   if the wrong colored people say it, then I'll say it,  
6   yeah, they won't bite the opposite at this city. That's  
7   exactly what it is. And whatever ones that are laying  
8   down staying here, they'll get the crumbs that's left.

9           Thank you.

10          MR. GAITHER: Good evening. Good evening,  
11   Everybody. How is everybody? Good. Good.

12                My name is Greg Gaither. I'm a social worker  
13   and activist, community organizer.

14                In 1964 I sat right there (indicating) as a  
15   freshman student coming from James Madison Elementary  
16   School, 74th and Dorchester. When I was a freshman at  
17   Hirsch, I sat right there (indicating).

18                And what we've been doing is basically  
19   organizing in the community because I'm not a proponent  
20   of charter schools, okay? I'm not a proponent of  
21   charter schools.

22                The research on charter schools is out there,  
23   and we know it. They don't outperform regular public  
24   schools, okay? That's clear. They don't outperform

1 regular public schools.

2 Here's the other point. How did all this stuff  
3 start? It looks like every time we turn around,  
4 education is always an issue in the black community.  
5 How does this always start, okay?

6 Okay. SO let's look at it. First, the state  
7 was derelict in its duties, okay? First of all, the  
8 State of Illinois never should have given over the  
9 Chicago Public Schools to the City of Chicago, to the  
10 mayor of the City of Chicago because, when you do that,  
11 what's going to happen, what's going to happen? It's  
12 going to become a political foot wash.

13 The state had money to fund the Chicago Public  
14 Schools. They never did it. They were always in  
15 arguments with the city about the money AND how much is  
16 left, how much is this, how much is that.

17 So, what happens? The state decides, okay,  
18 we're going to give it to the mayor.

19 That was an act of irresponsibility, and we  
20 should have -- we should have risen up at that point and  
21 taken control because, basically, when you look at it,  
22 state boards of education run state public schools, not  
23 the city, not the mayor of these cities. Once that  
24 happens, we don't have control over it because the mayor

1 is going to do whatever he wants to do. He's going to  
2 pit one organization against the other. He's going to  
3 pit this one against that one. I'm tired of it.

4 That's why I say we're organizing, and we're  
5 organizing this community so that this whole issue  
6 around charter schools, this whole issue around  
7 basically reconstituting Hirsch High School, we're going  
8 to fight it, we're going to fight it.

9 And we want to sit down with the  
10 decision-makers in here, the people in here who's  
11 supposed to be making the decisions, the people in here  
12 who are on the inside of the Distinctive Schools or  
13 whatever these organizations are, we want to sit down  
14 with them because we want to learn about what your  
15 strategies are, what you're trying to do in this  
16 community because, like I said, I went to Hirsch High  
17 School as a freshman.

18 I had to leave Hirsch High School because my  
19 mother said, okay, look, you're going to get out Hirsch  
20 because you're doing the same thing you're doing at  
21 Madison with your boys; you ain't going to school.  
22 You're going to go -- You don't need Hirsch. You'll go  
23 to South Shore. You're going to get an education  
24 because South shore was 80 percent white.

1 I hated to leave Hirsch, I hated to leave, but,  
2 guess what, I'm still in the community and we're still  
3 fighting because, as I said, education is going to be a  
4 fight from here to the end because it's all about  
5 education.

6 I was accepted in law school in 1908. Guess  
7 what happened? Guess what happened? You know, all this  
8 imagery we put into assessments, assessments,  
9 assessments, assessments, tests, tests, tests, tests.  
10 Guess what? I flunked the law school exam. I applied  
11 to law school like out of auto mechanics, take the test  
12 again, da, da, da, da, da.

13 I went down to a law school and I said, hey,  
14 listen, the LSAD test does not really measure my skills.  
15 I believe that I can perform just as well as any student  
16 whose basically scored well on the exam. Put me in the  
17 class, and I'll show you.

18 So the dean said, okay, well, do you have any  
19 evidence that you can pass the exam? I said, yeah, I  
20 graduated from South Shore High School at the bottom of  
21 the class, I had a ninth grade -- I had a nine on my ACT  
22 test, which if they give nine just because you put your  
23 name and address in the boxes correctly.

24 So we got the test results going back to law

1 school, and the dean said, okay, Mr. Gaither, you pled  
2 your case, we will admit you, you'll begin classes next  
3 week, and I said, okay, thank you.

4 I'm walking out of the their office, and she  
5 said wait a minute, wait a minute, I see that your  
6 degree is in African-American studies, we don't have  
7 students who apply to law school here who have degrees  
8 in African-American studies, can you tell me how  
9 African-American studies is relevant to the study of  
10 law?

11 And you know what I said? I said, sure, Brown  
12 versus the Board of Education in Topeka, Kansas, 1987.  
13 She said, okay, Mr. Gaither, we'll see you next week.

14 So it's always about education. Don't forget  
15 it. It's always about education.

16 UNIDENTIFIED SPEAKER: I want to say how much I  
17 appreciate the remarks of so many people here, the  
18 gentleman who just spoke.

19 Where is that young lady that I just -- Where  
20 are you? Oh, there you are.

21 I just appreciate so much the experience and  
22 the intelligence and the fervor with which many folks  
23 are speaking tonight.

24 I want to put a fine point on what some folks

1 have said. Here's my fine point. Co-location is death.  
2 Hirsch will be dead in two years once you're co-located.  
3 Mr. Baehrend gave several examples.

4 I can give you one tomorrow night that was a --  
5 tomorrow night I'm going to a hearing that was  
6 co-located out of existence. Marshall High School got  
7 co-located. They had to go to the third floor, they had  
8 to go in the side door, and they couldn't use the gym  
9 because whatever the -- you know.

10 I went to another hearing of a school on the  
11 west side. They couldn't use the facilities of the  
12 school. Because why? Because the co-lo -- the entity  
13 that got put in, you know, got all the goodies, and the  
14 school that was originally there got squeezed to death.

15 So speaking of squeezing, let's talk about I  
16 get so many community folks here tonight why, my God,  
17 this AIM thing looks good, right, we're finally going to  
18 get some resources, we're finally going to get some  
19 stuff that we frankly deserve.

20 Hirsch used to have a vital student community.  
21 Students, teachers and community worked together. They  
22 had -- Hirsch had music, band football, broadcast  
23 technology, am I right, pre-law?

24 They're all gone, okay? So what is does the



1 board do? They snatch all of this away from you, and  
2 then they give you a bright shining charter school and  
3 say, oh, look, this is a shiny little Christmas bubble,  
4 you know. We're going to give it --

5           Guess what? And here's the wisest words of the  
6 night, the young lady overhear in the pink shirt, she  
7 said, guess what, they're going to change -- they're  
8 going to change our attendance boundaries, they're going  
9 to do what they've been doing all along and the new  
10 schools won't take us.

11           And you know what? You are right. And we have  
12 the statistics on that. They're going to switch you up,  
13 and then you ain't going to have a school. You're going  
14 to try to go to this school, and they say, no,  
15 attendance boundary there, you're going to try to go to  
16 this school, and they won't pass the temp.

17           So I'll just end there.

18           Co-location is death. They're going to kill  
19 you.

20           UNIDENTIFIED SPEAKER: Here you go again with me  
21 again.

22           Boy, these charter people, they come in here,  
23 and they play. I'm going to have to suit up next time.  
24 I'm going to have to suit up next time when I come to

1 talk to you all.

2           Anyway, look here. I just had to come up and  
3 say something else. You're going to co-locate your  
4 school. Let's look at as what it is. It's segregation,  
5 okay? You're segregating the students. Tell me when  
6 has segregation ever been a good thing. You're going to  
7 segregate the haves and the have-not's because that's  
8 what it's going to be about. They going to come in, and  
9 they going to get all the resources, they're going to be  
10 dressed all nice, but Hirsch students ain't going to get  
11 nothing.

12           They're talking about we're going to start out  
13 with 200 students and move up to 900 students when the  
14 capacity of the building is 1100 students. So what  
15 happens to Hirsch when you get up to 900 and go and  
16 moving on? That's not a co-location. That's a slow  
17 motion takeover.

18           Read the label. Read between the lines.

19           And I want to say one more thing. Right now  
20 Hirsch has a local school council. I believe deeply in  
21 local school councils, chains of love. I am a local  
22 school council certified facilitator. You all can hear  
23 me up here at any time through some training and all  
24 that, but when you get that charter school in here, they

1 are not -- they are not going to have a local school  
2 council, you will not have a voice, okay, so there will  
3 be no democracy, and the teachers won't get paid as well  
4 until we unionize them.

5 I've got some good news though. Most of these  
6 charter schools that are coming up here, we're  
7 unionizing them, we're giving them their rights, we're  
8 making sure they get paid, we're making sure they get  
9 retirement and good health benefits and all of that  
10 because that's what you deserve when you put your mind  
11 out here to teach our students. It ain't about the  
12 money. It's about where your heart is and what you're  
13 doing for this community and for the students and not  
14 all the fancy talking, okay?

15 But let's say no to segregation because it has  
16 never worked with us.

17 Thank you.

18 UNIDENTIFIED SPEAKER: So just quickly, while I  
19 appreciate the passion in the room, and I do, I think  
20 it's important for us all, right, myself included, to  
21 not get swept up in fear-based thinking or fear-based  
22 statements because that doesn't serve any of us.

23 To say something equates to death or something  
24 equates to this, that's going to get us all riled up,

1 but is it necessarily going to give us the chance to  
2 pause, take a breath and be objective about what's on  
3 the table here?

4 Thank you.

5 UNIDENTIFIED SPEAKER: May I ask you a  
6 question? May I ask you a question?

7 Do you live in the neighborhood?

8 If you don't live in the neighborhood, you  
9 don't understand.

10 MR. MARTIN: Currently it's approximately 7:30. If  
11 you would like to speak, I have a sign-in sheet up here,  
12 please come up and sign in. The same rules apply, two  
13 minutes per speaker.

14 Now, we're going until 8:00 o'clock so we've  
15 got until 8:00 o'clock.

16 UNIDENTIFIED SPEAKER: Hello. How is everybody?  
17 Wonderful. Wonderful.

18 I do live in the community. Is there an amen  
19 to that? I'm a business owner. I moved into the  
20 community about three years ago, and I have a federal  
21 contract, employ about 32 people.

22 The most important thing is a parent. I raised  
23 my children.

24 The one thing I realized about education is

1 that we can blame, it's very easy to blame others for  
2 the failure that we receive in terms of education. And  
3 what I'm taking is from my experience.

4 Every Tuesday I dedicated to going to the  
5 library with my children, and I worked with them with  
6 their homework. All my children are successful models.  
7 They made good decisions, and they ended up being good  
8 students.

9 But here is the thing. The key thing is, I did  
10 not place the responsibility on the school system. I  
11 didn't even place the responsibility on the teachers.  
12 The only thing that I wanted the teachers to do for my  
13 kids from first to second grade, the first thing that  
14 you do when you walk in that classroom, you ask your  
15 teacher for a syllabus.

16 How many of you all tell your kids to ask a  
17 teacher for a syllabus? As a matter of fact, it was  
18 unknown for -- for a grade school student to go in and  
19 ask for a syllabus, but by the time my children got to  
20 the second or third grade, it was very well understood  
21 you better have a syllabus for my children.

22 They were responsible for making sure that they  
23 got good grades along with me. I didn't wait until the  
24 report card came home. I had them calculate their

1 grades as they went through the process because, not  
2 only did they know their responsibility, I knew their  
3 responsibility, and I made sure that they did what they  
4 were supposed to do. I didn't blame the school system,  
5 and I did not blame anyone.

6 I know that a charter school would be the best  
7 thing for this area.

8 UNIDENTIFIED SPEAK: I just want to add a couple of  
9 more words.

10 And I just want to say that I'm here with one  
11 of my community members within Hirsch as well. He was  
12 on the Hirsch state championship basketball team, I  
13 think it was, 1973, and so he's basically put together a  
14 student active leadership program and wants to work with  
15 Hirsch.

16 But I also just want to make sure that we're  
17 very clear on a couple of things. One is that, yes,  
18 it's important that we work with our kids, we go over  
19 their homework, it's important that we do those things  
20 in the home.

21 But we're talking about a system's piece, we're  
22 talking a larger piece, we're a talking about a macro  
23 level system's piece. When we're talking about the  
24 Chicago Public Schools, we're talking about a major

1 public school organization that's basically not serving  
2 the black -- not serving the interest of the black  
3 community. That's what's happening. And the charter  
4 schools are just indications of that. Charter schools,  
5 the charter school movement in Chicago are just  
6 indications of that.

7           You know that education budget, when you look  
8 at the budgets that municipalities or states or  
9 governments put together, generally, the education  
10 budget is one of the largest. That's where the money is  
11 at.

12           So what you do is, you go in there, and you  
13 take the money. And the way you take the money is you  
14 go in and you say, well, students are not achieving. So  
15 you put the ownness on the students, they're not  
16 achieving, and so, because they're not achieving, we've  
17 got to fix it, and the way we're going to fix it, we're  
18 going to bring in charter schools, and we're going to  
19 underfund the regular area Chicago Public Schools, and  
20 we're going to bring in charter schools, and the charter  
21 schools are going to be the treat.

22           And anybody who knows anything about charter  
23 schools knows that, if you're connected to a litigant in  
24 Chicago, you can get a charter school today or tomorrow.

1 If you're connected politically in Chicago, you can get  
2 a charter school this evening before you get home, okay?

3 So let's be clear, let's be clear on what's  
4 happening in our community. If we don't stand up and  
5 fight this stuff, it's going to happen in every  
6 community.

7 Guess what? This will never happen in white  
8 folks' community because they ain't going to let it  
9 happen.

10 Remember what happened when there was the --  
11 the oil slick in Louisiana, the oil companies, corporate  
12 oil companies unloaded into the waters in Louisiana and  
13 the Federal Emergency Management Agency went down to  
14 help them? Do you know what the white fishermen said in  
15 Louisiana. HE said, yeah, they come in here to fix it,  
16 they don't ask us one thing.

17 And guess what they did. After they went on  
18 CNN and said that, the next day you know what happened?  
19 FEMA was at their front doors saying, how can we do what  
20 you want us to do.

21 We run this. Nobody can come into this  
22 community and tell us what to do here, okay? We pay the  
23 bills around here.

24 You know what? I saw -- I hate to bring



1 religion in this, but I'm going to tell you one thing,  
2 and I'm going to get off the mic. I was at that  
3 meeting, and I saw for the first time in my life the  
4 outgoing Muhammad. You know what he said? I'm not a  
5 Muslim, I'm not a Muslim, I want you to understand this,  
6 I'm not a Muslim. He said to me, you know why I'm not a  
7 Muslim? Because basically the discipline that they're  
8 under, I knew I could not manage that discipline so I  
9 didn't fit into the organization, but this is what this  
10 brother said to the audience. He said, the black man  
11 walks around the south side all day long, which means he  
12 should own it. If you walk around on this land all day  
13 long in this community and this is your community, we  
14 should own it.

15           Anyone can come out to our community with a  
16 stool, shining stool. You got people doing nails. Try  
17 to put a stool in Chinatown and see what happens, okay?  
18 You ain't gonna put one there, okay?

19           Why so? Because we don't control our  
20 community. And it goes to education at every other  
21 level. We need to keep control of the education here.  
22 And the way we do that, we organize. We do the same  
23 thing my folks did, we organize.

24           We got the community, we got the kid, we got to

1 product. All we got to do is stand up and look these  
2 people straight in the eyes and say, hey, no, we got the  
3 solutions in our community.

4 The Black Panther party started the breakfast  
5 program. What happened? The Department of Human  
6 Services took it. Now it's a national program. Where  
7 did it start at? In the hood. Who are the  
8 Black Panthers? They were gang leaders. They were gang  
9 leaders who were being turned into activists. We got  
10 the resources right here in the community.

11 MS. FERRARI: Good evening, my name is  
12 Jennifer Ferrari, and I am a career educator who's been  
13 educating kids in public education in a traditional  
14 system for over 20 years, and I actually made  
15 intentional choice to move to charter after a very  
16 successful career because I felt stuck. I felt stuck  
17 because we weren't able to make the moves that we needed  
18 to do in order to really improve education.

19 And I'm going to say we were a part of a  
20 charter organization which is Distinctive that are  
21 really trying to do the right thing, are doing the right  
22 thing for our kids. We are trying to erase bureaucracy,  
23 we are trying to innovate effectively so that we can  
24 really make a positive impact on the lives of our

1 children.

2           So often we get stuck, and in any other  
3 industry if we stayed stuck for as long as we stayed in  
4 education, we would no longer exist because the bottom  
5 line is, if you keep doing the same thing over and over  
6 again without results, that's the definition of  
7 insanity.

8           So a little bit just to share with you. I grew  
9 up at 79th and Pulaski. My in-laws went and grew up in  
10 Roseland, went to St. Anthony's Church and went to  
11 Fenger High School, and there used to be a story.

12           They're compelling. I agree with you. We want  
13 the community to rise up. We want debilitating  
14 ownership of their schools. My line is, you'll all be  
15 calling nostalgic time that this place was booming, you  
16 had trailers, I mean had people coming to public  
17 meetings to contest trailers.

18           Right now you have 137 students, and that is an  
19 improvement. In principle, you guys have been doing  
20 tremendous work. At the end of the day, you can't have  
21 a football team with 137 kids. We can't have a football  
22 team with 200 kids. Perhaps, if we put our minds  
23 together and work together with resources, we activate  
24 the community, we really can make change.

1 Distinctive School is in every charter. Some  
2 charters are for profit. We are non for profit. We  
3 have great retention rates for both students and staff,  
4 and we make a difference every single day in the lives  
5 of kids.

6 So I ask you, if you are going to have strong  
7 opinions about charter, please ask questions and learn  
8 more because there are great charters and there are real  
9 poor charters. We are one of the good ones, and we  
10 would welcome any conversation, and we would love to  
11 talk to you about the great work that we're doing every  
12 single day to make kids like you have the best  
13 opportunities in front of you.

14 Thank you so very much, and please help us  
15 inform you so that you can inform the greater community  
16 and together we're going to handle this.

17 Thank you.

18 MR. BROWN: Good evening, Everyone. My name is  
19 Shammuri, and I'm a minister at New Life Covenant  
20 Southeast as well as a servant in the Greater Grand  
21 Crossing community Monday through Friday, sometimes  
22 Saturday I serve the Greater Grand Crossing community.

23 I've actually also worked with a group of ten  
24 freshmen at Hirsch to put that mural in the hallway that

1 says believe, and it was using art as a form to bring  
2 these young men together and talk about some life  
3 issues, and one of the things that they came up with was  
4 the word believe, believe.

5 So perception is reality. There's a lot of  
6 different comments, a lot of different commentary that's  
7 being pushed out here, but it all boils down to the  
8 heart, and my heart is for the youth, my heart will  
9 always be to serve because I was raised by a single  
10 mother, had me at 14 years old, and she raised me all by  
11 herself, but my escape was school, and that's what made  
12 me who I am today.

13 So I know that when situations get tight and  
14 there seems like there's conflict in the atmosphere,  
15 there's a change coming, whether you want it or not,  
16 there is a change on the horizon, and it's a good change  
17 because, see, there was a change when the resources  
18 left, but now it's a change with resources coming. So  
19 it's actually something to celebrate. But it's a change  
20 coming.

21 And you have to be careful with who's going to  
22 get in your heart. The Bible says evil communication  
23 corrupt good men. And if you are a part of letting evil  
24 communication get in your heart, then it's going to

1 corrupt your good men.

2 But understand that New Life Covenant  
3 Southeast, we are here, we are here to support the arts,  
4 that's the point of Art in Motion, we are here to  
5 support Hirsch High School, the principal and the  
6 students, and a change is coming so it's something to  
7 actually get excited about. And the question is what  
8 part of history are you going to be on.

9 MR. MARTIN: Ms. House, then April Shaw.

10 MS. HASS: Hi, my name is Deb Hass, and I hadn't  
11 planned on speaking tonight because I've spoken at a few  
12 of these meetings before, but since there's a little bit  
13 of time, I thought I'd give a little perspective as  
14 somebody who served two years ago as part of the  
15 southwest map.

16 That process, for those of you who aren't  
17 aware, there's a process wherein CPS asked people to  
18 review in detail charter school proposals from broad  
19 swaths of the city. So although they were called  
20 neighborhood advisory councils, we were responsible for  
21 looking at proposals for the entire southeast side.

22 There were a lot of problems with that process.  
23 Folks who applied were asked to send people to that  
24 process so it wasn't representative of the full range of

1 community stakeholders but was full of people who maybe  
2 already had an angle or a predisposition.

3 I served because I had been someone who worked  
4 really hard to make sure my neighborhood school, Canter  
5 School in Hyde Park, wasn't closed five years ago and  
6 had been kind of shocked when CPS had told me as they  
7 may have told many of you that there wouldn't be that  
8 many students in some of these neighborhoods to support  
9 schools in the future and that charter school proposals  
10 started showing up.

11 So let me tell you a few things about this  
12 proposal that I observed at that time, and I looked at  
13 it in detail and through many late nights and did quite  
14 a thorough analysis.

15 There were a lot of e-mail threats providing  
16 support. You can go online and see thousands of pages  
17 probably by this point of supposed documentation.

18 So you heard the reps earlier. The  
19 documentation that says that Stratton was a supporter  
20 and had been approached was just a chain of e-mails  
21 asking for her support. It wasn't a letter of support  
22 from her. The letter of support that had been prepared  
23 in this proposal was two years old for someone who is no  
24 longer a state rep.

1           The program was not well thought out. I don't  
2 think we have any evidence that Distinctive has any  
3 better approach to delivering arts education than the  
4 previous management company had. The partnerships were  
5 not established, and I believe that they're still aren't  
6 strong established partnerships now, although I can say  
7 for sure.

8           Since everyone else went over, I'm just going  
9 to use an extra 30 seconds.

10          I think it's going to be incredibly disruptive  
11 for the Hirsch High School community to have their  
12 school co-located. Who's going to tell the principal  
13 how to run these things. These are just simple things  
14 that really can be disruptive to kids' educational  
15 experience.

16          I personally have some real questions about the  
17 approach that they're taking with personalized learning  
18 which means that your core content is in front of a  
19 computer.

20          But as a parent, one of my huge concerns is  
21 that we hear all of this stuff about how New Life is  
22 involved with this proposal providing services, and this  
23 is a congregation that has taken stances and said things  
24 like it's not okay to be algebra GQ.



1 I want students to be referred to counseling  
2 and support that does not support who they are and that  
3 may actually be detrimental to them, and I find it very  
4 concerning that this kind of position has been taken by  
5 a church that may be involved in an afterschool program  
6 or in other ways.

7 So the New York Times, in fact, quoted it. So  
8 you can look online. There's some other pieces.

9 Thanks.

10 MS. SHAW: Good evening. My name is April Shaw, and  
11 I'm an educator and a Chicago resident.

12 And I just want to say I've sat here today, and  
13 I've listened, and I've heard a lot, and I think that I  
14 want to make sure that people are listening carefully  
15 and not get caught up in the term co-location because I  
16 think that all of us that are here tonight are here for  
17 the same reason, and we're here for our children, and  
18 we're here to educate them properly, and we're here to  
19 make sure that they have an impact and make an impact on  
20 the future.

21 So I urge you to make sure that you listen to  
22 the facts, that we do come together, we do sit around a  
23 table and we do learn from one another and that we plan  
24 accordingly for the success of these children, all of

1 the children, not just AIM and not just Hirsch, but all  
2 of the children because, ultimately, that's what we're  
3 fighting for, and I think we're all fighting for the  
4 same thing.

5 So let's not get caught up with co-location. I  
6 think that what we're doing here tonight is needed and  
7 it's necessary for us to learn from one another, but I  
8 think that may cause a real segregation that may occur  
9 so let's not get caught up in the terms, let's educate  
10 ourselves, let's get a little more information, a little  
11 more insight, and let's work together as a team to make  
12 sure that this does work and that we are impacting our  
13 children and making a better future for our children and  
14 our families.

15 Thank you.

16 MR. MARTIN: Final call for speakers.

17 UNIDENTIFIED SPEAKER: My question is; can we reason  
18 together? That's my question.

19 I think that if we sat down in a room and all  
20 of us talked together, we can reason together.

21 Can we reason together? Whether it remains a  
22 CPS school or whether it becomes a charter school, can  
23 we reason together?

24 The way we reason together has got to be

1 through positive. We got to keep our eyes on our  
2 objective. Our objective is to educate young minds so  
3 bringing in a lot of topics and subjects and things and  
4 going back to your home and talking about things and  
5 thinking bits and pieces of information instead of  
6 coming home and saying, what is your homework, what can  
7 I help you with, what problems are you having in school,  
8 what is your grade?

9 I am -- I consider myself a father, an uncle to  
10 my nephew. He goes to school in South Bend, Indiana.  
11 He has called me three times today because he came and  
12 he spent two weeks with me, and I spent time speaking to  
13 him about what -- the importance of school.

14 He changed his GPA from all D's and F's, and I  
15 challenged him. He went back. He's an A and B student  
16 right now because I sat down and I reasoned with him.  
17 And I told him, I said, I am not going to fuss with you,  
18 I'm not going to argue with you, but one thing I know  
19 about you, you're a very intelligent person, you are --  
20 you are smart, and I want you to go back to school, and  
21 I want you to correct some wrong and do right.

22 He turned it around, and within one semester he  
23 became an A and B student. And when -- when he did  
24 that, I asked him, I said, what happened? He said,

1 because we sat down and talked, he said, I made up my  
2 mind I was going to do the correct thing.

3 Let's reason together with your children.

4 UNIDENTIFIED SPEAKER: How you all doing? I'm  
5 blessed. How are you? How is everybody doing?

6 I was sitting in the back just kind of  
7 listening to the conversation, and, you know, folks are  
8 for charter schools, not for charter schools, CPS being  
9 ugly, the words of death, and it's just a lot of just  
10 energy out here, you know what I mean? I love my black  
11 people, do believe.

12 Yeah, so I just wanted to come up here and just  
13 ask you all let's just think for a second because right  
14 now where we're really coming from is there's a lot of  
15 fear. Wouldn't you agree? We're scared that they're  
16 taking away something from us. And we've always had  
17 that fear. It just permeates through our culture,  
18 right, we've experienced a lot of trauma. Would you  
19 agree?

20 UNIDENTIFIED AUDIENCE SPEAKER: Yes.

21 UNIDENTIFIED SPEAKER: Would you agree?

22 UNIDENTIFIED AUDIENCE SPEAKER: I agree.

23 UNIDENTIFIED SPEAKER: Okay. And so it's if we --  
24 in order to change the narrative, in order to change

1 that conversation, we already know what living in fear  
2 is about we've lived in it for so long, but we in  
3 ourself don't even like living in fear. So why do we  
4 want to continue to do that?

5 So I just put it out there, my brother said,  
6 you know, really come from the heart. How can we change  
7 that negative of fear? Excuse me. How can we change  
8 that experience of fear? And how we do that is taking a  
9 look at and being curious about what new opportunities  
10 could be available for us.

11 So all I'm asking is just listen for what might  
12 be available in terms of how could a charter school  
13 maybe help what we're doing.

14 Well, let's go ask questions. People are here.  
15 Just go ask them. Hey, this is what I'm thinking, it  
16 doesn't sound like it's something that's going to help  
17 our people, and I'm really about helping our people, so  
18 tell me what do you want to do. Can I set up a meeting  
19 so I can have my community come by, and we can have one  
20 on one's in your office and really hear what it's about,  
21 right? That's all I'm saying.

22 If you can't hear what they're saying after you  
23 sit down and after you continue your conversation, then  
24 go with your heart. But I say just be open and be

1 curious. We want our kids to be curious. We don't want  
2 to keep consistently having fear and coming from lack.  
3 We want to come from abundance. In abundance you got to  
4 come in with open heart and just be curious. That's all  
5 I ask.

6 I love you all. Thank you.

7 MS. SAFFOLD: We still have a few more minutes if  
8 someone is interested in speaking. We're here until  
9 8:00 o'clock. Again, if you're interested in speaking,  
10 please come up.

11 I'd like to thank everyone that did come out  
12 this evening, and, remember, if you have additional  
13 questions and/or comments, the e-mail address is  
14 transitions.cps.edu. Again, you have plenty of time to  
15 ask any additional questions. If you care not to ask  
16 any questions, the address to e-mail your additional  
17 questions or concerns is transitions@cps.edu.

18 UNIDENTIFIED AUDIENCE SPEAKER: I just want to  
19 recognize the presence of our illustrious network chief  
20 of Network 12, who is always a wonderful supporter of  
21 Hirsch High School and all of his Network 12 schools, a  
22 product of CPS and a wonderful leader of Network 12.

23 Thank you, Chief.

24 MR. MARTIN: So we've got five minutes, five minutes

1 until the public meeting concludes.

2 MS. SAFFOLD: Again, I'd like I to thank everyone  
3 for coming out.

4 Again, if you have any additional questions,  
5 don't hesitate to e-mail them to transitions.cps.edu,  
6 transitions.cps.edu.

7 Thank you for your time.

8 (Whereupon, the above-entitled cause  
9 concluded at 8:00 o'clock p.m.)

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3 COUNTY OF C O O K )  
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7 ROBBIN M. OCHENKOWSKI, being first duly sworn,  
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9 Reporter in Cook County, Illinois;

10 That she reported in shorthand and thereafter  
11 transcribed the foregoing;

12 That the within and foregoing transcript is  
13 true, accurate and complete and contains all the  
14 evidence which was received and the proceedings had upon  
15 the within cause.  
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